**Collaborative Lesson Plan – A. 4.2**  
**Linzy Mathew and Ada Medlin**

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| **Planning** ** Reading Comprehension Strategy:** Using and building background knowledge  **· Reading Development Level: Emerging** (1st Grade)  **· Research-based Instructional Strategies:** making text-to-text connections, classifying and comparing  **· Lesson Length:** One 45-50 minute session (Day 1 will be showcased in this lesson. A previous lesson has been done as a starting point. Day 2 is referred to for self assessment and presentation.)  **Purpose-** To help students increase their comprehension of stories as they read or are being read to which will help increase their learning in all content areas. They will use and build their background knowledge as they make text-to-text connections between a familiar story and a new story they will read this week.  **Objectives**  The student will: -Compare and contrast the original version of "The Three Little Pigs" with the wolf's side of the story called "The True Story of the Three Little Pigs."  -Use and build background knowledge and make text-to-text connections to two stories: "The Three Little Pigs" and "The True Story of The Three Little Pigs" to create a response to the wolf.  -Identify character's point of view by creating a written response to the wolf from the pig's point of view after having read the wolf's version.   · **Resources, Materials, and Equipment**  Children’s or Young Adult Literature (fiction and informational books)  The Three Little Pigs by Margot Zemach, illustrated by Margot Zemach  The True Story of the Three Little Pigs by Jon Scieszka, illustrated by Lane Smith  Additional resources for extension activities:  The Three Little Wolves and the Big Bad Pig by Eugenios Trivizas  The Three Horrid Little Pigs by Liz Pichon  The Three Little Pigs by Paul Galdone  Additional resources for point of view:  Trust Me, Jack's Beanstalk Stinks!;The Story of Jack and the Beanstalk as told by the Giant (The Other Side of the Story) by Eric Mark Braun  Seriously, Cinderella Is SO Annoying!; The Story of Cinderella as Told by the Wicked Stepmother (The Other Side of the Story)by Trisha Sue Speed Shaskan  Honestly, Red Riding Hood Was Rotten!; The Story of Little Red Riding Hood as Told by the Wolf (The Other Side of the Story)by Trisha Speed Shaskan  Believe Me, Goldilocks Rocks!; The Story of the Three Bears as Told by Baby Bear (Other Side of the Story)by Nancy Jean Loewen  Nonfiction books about pigs:  Pigs On The Farm by Rose Carraway  Pigs by Gail Gibbons  Websites (including pathfinders)  Author's website: [www.jsworldwide.com](http://www.jsworldwide.com/)  Voki tutorials: <https://www.youtube.com/embed/vMSKmVhakFE>  Voki website: <https://voki.com/classroom/login_status.php?>  Graphic organizers  [Character Traits.docx](http://ls5443linzymathew.wikispaces.com/file/view/Character%20Traits.docx/426526566/Character%20Traits.docx)  [Character Traits.docx](http://ls5443linzymathew.wikispaces.com/file/view/Character%20Traits.docx/426526566/Character%20Traits.docx)   * [Details](http://ls5443linzymathew.wikispaces.com/file/detail/Character%20Traits.docx) * [Download](http://ls5443linzymathew.wikispaces.com/file/view/Character%20Traits.docx/426526566/Character%20Traits.docx) * 13 KB   [Graphic Organizer- Comparison Chart.docx](http://ls5443linzymathew.wikispaces.com/file/view/Graphic%20Organizer-%20Comparison%20Chart.docx/425515406/Graphic%20Organizer-%20Comparison%20Chart.docx)  [Graphic Organizer- Comparison Chart.docx](http://ls5443linzymathew.wikispaces.com/file/view/Graphic%20Organizer-%20Comparison%20Chart.docx/425515406/Graphic%20Organizer-%20Comparison%20Chart.docx)   * [Details](http://ls5443linzymathew.wikispaces.com/file/detail/Graphic%20Organizer-%20Comparison%20Chart.docx) * [Download](http://ls5443linzymathew.wikispaces.com/file/view/Graphic%20Organizer-%20Comparison%20Chart.docx/425515406/Graphic%20Organizer-%20Comparison%20Chart.docx) * 13 KB     [STORY MAP- build background.docx](http://ls5443linzymathew.wikispaces.com/file/view/STORY%20MAP-%20build%20background.docx/426808758/STORY%20MAP-%20build%20background.docx)  [STORY MAP- build background.docx](http://ls5443linzymathew.wikispaces.com/file/view/STORY%20MAP-%20build%20background.docx/426808758/STORY%20MAP-%20build%20background.docx)   * [Details](http://ls5443linzymathew.wikispaces.com/file/detail/STORY%20MAP-%20build%20background.docx) * [Download](http://ls5443linzymathew.wikispaces.com/file/view/STORY%20MAP-%20build%20background.docx/426808758/STORY%20MAP-%20build%20background.docx) * 13 KB   **Materials:** 12 pairs of pig noses, 12 pairs of wolf ears (for extension activity and one pair of each for teacher/librarian), sticky notes, pencils, large copy of Character Traits comparison chart, Text-to-Text Connections comparison chart, and Story Map completed from a previous lesson   **Equipment:** Promethean board (smart board), computers, large easle to hold chart.  **· Collaboration**  The teacher and librarian will each have a copy of the book "The True Story of The Three Little Pigs" and read it aloud to the students (librarian - wolf's voice / teacher-pig's voice). The teacher and librarian will model a discussion back and forth about what they know about the wolf in 1. Little Red Riding Hood 2. The Boy Who Cried Wolf. (Using background knowledge and text to text connections)  · Assessment- teacher and librarian will use same rubric that students use to assess their text-to-text connections and will use a teacher/librarian rubric for their final Voki presentation assessment. Students will use self assessment for text-to-text connections and Voki presentation.  [Voki- self assessment rubric.docx](http://ls5443linzymathew.wikispaces.com/file/view/Voki-%20self%20assessment%20rubric.docx/426226784/Voki-%20self%20assessment%20rubric.docx)  [Voki- self assessment rubric.docx](http://ls5443linzymathew.wikispaces.com/file/view/Voki-%20self%20assessment%20rubric.docx/426226784/Voki-%20self%20assessment%20rubric.docx)   * [Details](http://ls5443linzymathew.wikispaces.com/file/detail/Voki-%20self%20assessment%20rubric.docx) * [Download](http://ls5443linzymathew.wikispaces.com/file/view/Voki-%20self%20assessment%20rubric.docx/426226784/Voki-%20self%20assessment%20rubric.docx) * 13 KB   [Rubric- text-to-text connections.docx](http://ls5443linzymathew.wikispaces.com/file/view/Rubric-%20text-to-text%20connections.docx/426538892/Rubric-%20text-to-text%20connections.docx)  [Rubric- text-to-text connections.docx](http://ls5443linzymathew.wikispaces.com/file/view/Rubric-%20text-to-text%20connections.docx/426538892/Rubric-%20text-to-text%20connections.docx)   * [Details](http://ls5443linzymathew.wikispaces.com/file/detail/Rubric-%20text-to-text%20connections.docx) * [Download](http://ls5443linzymathew.wikispaces.com/file/view/Rubric-%20text-to-text%20connections.docx/426538892/Rubric-%20text-to-text%20connections.docx) * 14 KB   [Rubric-teacher and librarian assessment for Voki.docx](http://ls5443linzymathew.wikispaces.com/file/view/Rubric-teacher%20and%20librarian%20assessment%20for%20Voki.docx/426557028/Rubric-teacher%20and%20librarian%20assessment%20for%20Voki.docx)  [Rubric-teacher and librarian assessment for Voki.docx](http://ls5443linzymathew.wikispaces.com/file/view/Rubric-teacher%20and%20librarian%20assessment%20for%20Voki.docx/426557028/Rubric-teacher%20and%20librarian%20assessment%20for%20Voki.docx)   * [Details](http://ls5443linzymathew.wikispaces.com/file/detail/Rubric-teacher%20and%20librarian%20assessment%20for%20Voki.docx) * [Download](http://ls5443linzymathew.wikispaces.com/file/view/Rubric-teacher%20and%20librarian%20assessment%20for%20Voki.docx/426557028/Rubric-teacher%20and%20librarian%20assessment%20for%20Voki.docx) * 13 KB   **Standards (from the TEKS or other state standards)**  Reading and/or writing  4(C) establish purpose for reading selected texts, and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g. identifying clues, using background knowledge, generating questions, rereading a portion aloud.  9(B) describe characters in a story and the reasons for their actions and feelings.  9(A) describe the plot (problem and solution) and retell beginning, middle, and end  9(B) describe characters in a story and the reasons for their actions and feelings.  17(A) plan a first draft by generating ideas.  17(B) develop drafts by sequencing ideas through writing sentences.  7(A) connect the meaning of a well-known story or fable to personal experiences.  Listening and speaking 27(A) listen attentively to speakers and ask relevant questions to clarify information. (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.  **Other content areas**  §117.7. Theatre, Grade 1.  (1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to: (A) develop confidence and self-awareness through dramatic play  (2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to: (B) assume roles through imitation   **Educational technology**  §126.6. Technology Applications, Kindergarten-Grade 2 (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) apply prior knowledge to develop new ideas, products, and processes;  Information literacy (or AASL Indicators) (13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.  16(B) identify techniques used in media (e.g., sound, movement).  **Implementation** · Process Motivation  1.The teacher and librarian will collaborate before the lesson to set up a display table of all the fictional and non-fiction texts that support the lesson.  2.The students will be view a voki sample presentation created by the librarian and teacher that introduces the lesson. This will be used as a hook. The Voki character will ask the students questions to help activate schema such as: In every fairytale there tends to be a villain. What do we know about the villain in "The Three Little Pigs"? Has there ever been a time in your own life when someone said you did something but you really didn't? How can you tell who is telling the truth? In this lesson you will use your background knowledge on fictional wolves, pigs, and previous read texts to help you make more accurate judgements about characters.  3. The teacher will be wearing a pig nose and the librarian will be wearing wolf ears during the reading of the text by Jon Scieszka (librarian reads wolf's parts and teacher reads aloud the pigs' parts. Both educators have their own copy of the text.)  **Student-friendly objectives**  1.Compare and contrast "The Three Little Pigs" with "The True Story of the Three Little Pigs." 2. Remember what you know about wolves and pigs from fairytales. 3. Write and publish a response to the wolf after reading his side of the story using Voki.  **Presentation**  Day 1: 1. The class will enter the library. The Teacher will read the posted student objectives on the board. 2. The librarian will ask the students to re-tell what they did in the previous lesson with their teacher. a. The original book of "The Three Little Pigs" was read with the teacher. b. The "Story map" (background knowledge) graphic organizer was completed with student responses. (These were previously taped on wall to showcase students' work.) c. Students will also be asked about the Voki they created as a class during the last research unit they did. 3. A short Voki introduction video will be played. 4. The librarian will introduce the book "The True Story of the Three Little Pigs." The Librarian will ask students to be thinking about how wolves and pigs are depicted in different fairy tales as they listen to this story. During the reading, The librarian and the teacher will pause to model a think-aloud of making text-to-text connections between other fairytales that have wolves in it as well as the previous story of "The Three Little Pigs." As each educator models her connection, the other educator will write the connection on the large "Character Traits Comparison Chart" on the easel. After this has been modeled, students will be invited to make text-to-text connections on their sticky notes then place their sticky notes onto the large graphic organizer chart. 3. The students will then be grouped into 3's. Each group will be given a "Comparison Chart" to complete together. 4. The students will create a Voki in their small groups of 3 where they will be asked the following question: Pretend you are the pig, and you just finished reading the wolf's side of the story. What do you have to say to him in response? Together the students create a Voki presentation of the monologue from the pig's perspective in response to A. Wolf's story using the comparison chart and the Character Traits chart to help guide their script. 6.Both educators will monitor as students work in groups of 3 to write a rebuttal from the pig's point of view and then create a Voki presentation with the librarian's assistance.  Day 2: (Students will self assess their Voki and text-to-text/background knowledge on this day as well as present to their classmates.) -The Voki's will be linked to the library website.   **Student participation procedures** **or** **Student practice procedures-** Raise a hand to speak. Write a response on sticky notes and wait to be called to post on chart. Tell a response of their text-to text connections with their partner.  **Guided practice** At the end of the story the students will be randomly placed into groups of 3 where they will be asked the following question: Pretend you are the pig, and you just finished reading the wolf's side of the story. What do you have to say to him in response? Together the students create a voki presentation of the monologue from the pig's perspective in response to A. Wolf's story. Both educators will monitor as students work in groups of 3 to write a rebuttal from the pig's point of view and then create a Voki presentation with the librarian's assistance.  **Closure-** Students can share their Voki presentations. Go over objectives to see if they were met and view Voki presentations. Voki presentations will be linked to the library Web site. The students are assessed using rubrics for making connections and their Voki presentation.  **Reflection** Think, pair, share with a partner to discuss how this lesson applies to your life or to the real world? Why is it important for you to be able to activate your prior knowledge and make connections to form judgements? Give an example. Do you think this method will always prove accurate results on judgement of character?  **Extensions** (Moreillon 15, 17) The students will be placed into groups to dramatize or act out a court case with the pigs, wolf, and jury. Court scene - setting Judge- assign a student to act part two lawyers (one student representing each side-pig, wolf) Jury-several students At the end jury will cast a vote to find A. Wolf guilty or not-guilty.   Moreillon, J. Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact. Chicago: ALA Editions, 2007. Moreillon, Judi. Coteaching Reading Comprehension Strategies in Secondary School Libraries: Maximizing Your Impact. Chicago: ALA Editions, 2012. |

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